

## Textbook Alignment to the Utah Core – 6<sup>th</sup> Grade Social Studies

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No X*

Name of Company and Individual Conducting Alignment:  
Arlene Goldstein, Independent Contractor

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 6<sup>th</sup> Grade Social Studies Core Curriculum

Title: World Studies: The Eastern Hemisphere © 2008

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Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: \_\_\_\_\_%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

**STANDARD I: Students identify the sequence of events that led to the establishment of ancient civilizations.**

Percentage of coverage in the *student and teacher edition*

Percentage of coverage not in student or teacher edition, but

for Standard I: _____ %		covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 1.1:</b> Examine the scientific processes of studying cultures over time.				
a.	Archaeology.	SE/TE: African Beginnings, 384; Hunting and Gathering, 385; The foundation of this objective can be found on pages: SE: The Scientific Method, 189	N/A	
b.	Anthropology.	The foundation of this objective can be found on pages: SE: Diagram-The Scientific Method, 189 SE/TE: Population Distribution, 60-61; Population Density, 62-63; Understanding Culture, 92-95; Section 1 Assessment- Comprehension and Critical Thinking, 1, 95, 431; Culture and Society, 96-101; Section 2 Assessment- Comprehension and Critical Thinking, 101; Cultural Change, 104-108; Section 3 Assessment- Comprehension and Critical Thinking, 2, 108; Review and Assessment-Chapter Summary, 109, Comprehension and Critical Thinking, 10, 12-15, 110, Recall, 450; Land Use and Culture, 120-121; Map Master-Africa: Languages, 425; The Elements of Culture, 427 TE: Background- Links Across Place, 434	TECH: Video/DVD-What Is Culture	
<b>Objective 1.2:</b> Identify the sequence of history in the Fertile Crescent and ancient Egypt.				

<b>a.</b>	Examine how life in the Fertile Crescent changed over time; e.g., hunter/gatherer to agrarian society.	The foundation of this objective can be found on pages: SE/TE: Hunting and Gathering, 385; Farming and Herding, 386; Early Settlements, 386; SE/TE: Civilizations on the Nile, 387; Section 1 Assessment- Comprehension and Critical Thinking, 1,2, 389; Review and Assessment-Chapter Summary, Section 1, 421, Comprehension and Critical Thinking, 17, 422, SE: Farming Along the Nile, 362; TE: Differentiated Instruction- For Special Need Students, 386	TECH: Africa Transparencies- Transparency B5: Flow Chart	
<b>b.</b>	Trace the development of Egypt as a nation; e.g., three kingdoms, government, economy.	<b>N/A</b>	<b>N/A</b>	
<b>Objective 1.3:</b> Trace the development of ancient Greece and Rome.				
<b>a.</b>	Examine the sequence of events that led to the development of democracy in ancient Greece.	SE/TE: The Greek Heritage, 177; The Legacy of the Greeks-Politics, 177; Section 1 Assessment- Comprehension and Critical Thinking, Recall, 182	<b>N/A</b>	
<b>b.</b>	Analyze the events that led to the rise and fall of ancient Rome.	SE/TE: The Glory of Ancient Rome, 179-181; Section 1 Assessment, Comprehension and Critical Thinking 2, 182; Problem Solving, 199 TE: Background-Biography, 181	<b>N/A</b>	
<b>STANDARD II: Students trace the development of European history from the Middle Ages to 1900.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
		Coverage in <i>Student</i>	Coverage in <i>Ancillary</i>	<i>Not covered</i>

<b>OBJECTIVES &amp; INDICATORS</b>		<i>Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)</i>	<i>Material (titles, pg #'s, etc.)</i>	<i>in TE, SE or ancillaries ✓</i>
<b>Objective 2.1:</b> Trace historical events of the Middle Ages and the Renaissance.				
<b>a.</b>	Identify the stages of organization of governance; e.g., Germanic tribes, feudal system, merchant class, city-states.	SE/TE: Map Master-Europe About 1300, 175; Europe in the Middle Ages, 181-182; Section 1 Assessment-Comprehension and Critical Thinking 3, 182; Renaissance and the Age of Revolution, 183-186; Section 2 Assessment-Comprehension and Critical Thinking 1-2, 190; A Democratic Heritage, 263; Links Across Time, 263	TR: Europe and Russia Teaching Resources- Small Group Activity: Castle Mural, 175-178 TECH: Go Online- PHSchool.com, web code: ldp-7211	
<b>b.</b>	Contrast the economic systems of the feudal manor and the Italian merchant-princes.	SE/TE: Feudalism, 181-182; Europe Begins to Change, 182; Standardized Test Prep-Practice Questions 1, 215 The foundation of this objective can be found on pages: SE/TE: Diagram Skills, 186; More Trade, Stronger Rulers, 186; Section 2 Assessment-Comprehension and Critical Thinking 2, 190	<b>N/A</b>	
<b>Objective 2.2:</b> Describe the development of European countries from 1700 to 1900.				
<b>a.</b>	Examine how European countries developed over time; e.g., politics, war, economics, religion.	SE/TE: The Age of Monarchs, 187; Revolutions in Government, 188; Industrial Revolution and Nationalism, 191-195; Inventions in Industry, 1700s-1800s, 193; Section 3 Assessment-Comprehension and Critical Thinking 1, 197 TE: Background-Links Across Time, Industrial Revolution, 166	TECH: Discovery School Video-The Rise of Napoleon Bonaparte	

b.	Identify major events of revolution and their effect on Europe; e.g., industrial, French, Russian.	SE/TE: The American Revolution, 188; The Fall of the Tsars, 203; The Rise and Fall of the Soviet Union, 204; Building a Communist State, 205; Section 4 Assessment-Comprehension and Critical Thinking 3, 207; Review and Assessment-Chapter Summary, Section 5, 213, Comprehension and Critical Thinking 9, 11, 214; Growth of Industry, 223	TECH: Discovery School Video-The Rise of Napoleon Bonaparte	
<b>STANDARD III: Students trace the development of modern Europe from 1900 to the present.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1</b> Examine the effects of war and political unrest on Europe.				
a.	Investigate major causes of World War I and World War II; e.g., economics, invasion, tyranny.	SE/TE: A Century of War and Nationalism, 196; Section 3 Assessment- Comprehension and Critical Thinking 2, 197; The Russian Revolution, 204; World War II, 205; New Forces in the 1900s, 648	N/A	
b.	Identify technological and military developments of World War I and World War II; e.g., trench warfare, airplane, military armament.	N/A	N/A	
<b>Objective 3.2:</b> Investigate political and economic development of post-World War II Europe to the present.				
a.	Examine political developments of Europe; e.g., NATO,	SE/TE: International Organizations, 84;	TECH: Go Online-	

	Cold War, Eastern Europe unrest.	<p>The Cold War, 206; Ethnic Conflict, 233; Section 2 Assessment- Comprehension and Critical Thinking 2, 235, 2b-c, 3, 326; Review and Assessment- Comprehension and Critical Thinking, 11b-c, 13, 246; Map Master-Eastern Europe and Russia: Political, 303; Introducing Eastern Europe and Russia, 304-311; Assessment- Comprehension and Critical Thinking 4, 311; Country Profile-Poland, 314; Great Economic Changes, 315; Links to Government, 315; The Communist Era, 322-323; Links Across-The World, 323; Yugoslavia Begins to Splinter, 323; Yugoslavia Breaks Up, 323-326; Map Master-Yugoslavia Today, 325; A History of Occupation, 329; Section 3 Assessment- Comprehension and Critical Thinking 1a, 2a, 333; Uniting a Vast Nation, 341; Section 4 Assessment- Comprehension and Critical Thinking 3, 342; Review and Assessment-Chapter Summary, Section 1-4, 343, Comprehension and Critical Thinking 10, 12, 344; Europe and Russia-Projects, Government, 346;</p> <p>TE: Differentiated Instruction- For Gifted and Talented, 233; For Special Need Students, 305, For Advanced Readers, 341</p>	PHSchool.com, Web Code: idd-7304, ldp-7511, ldp-7532, ldd-7508; Discovery School Video- Rebuilding Kosovo, Life in the “New” Russia	
<b>b.</b>	Explore the economic development of Europe; e.g., the Common Market, European Union.	SE/TE: The European Union, 208-212; Map Master-European Union, 1957-2005, 209; Review and Assessment-Chapter Summary-	TECH: Go Online- PHSchool.com, Web Code: 7215, lde-7500; Discovery School	

		<p>Section 5, 213, Comprehension and Critical Thinking 12a, 214; A European Union Member, 267; Introducing Eastern Europe and Russia, 304-311; Country Profile-Poland, 314; Great Economic Changes, 315-317; Future Challenges, 317-318; Section 1 Assessment- Comprehension and Critical Thinking 2-3, 318; Country Profile-Ukraine, 328; Independence Brings Challenges, 331; Section 3 Assessment- Comprehension and Critical Thinking 1b-c, 2a, 333; Emerging Capitalism, 337-338, 340; Economic Problems Remain, 342; Section 4 Assessment- Comprehension and Critical Thinking 1, 342; Review and Assessment-Chapter Summary, Section 1, 3, 4, 343, Comprehension and Critical Thinking 8, 11-12, 344; Europe and Russia-Projects, Economics, 346;</p> <p>TE: Background: Links Across Place, 78; Differentiated Instruction- For Less Proficient Readers, 314</p>	Video-Life in the “New” Russia	
<b>STANDARD IV: Students explore the cultures of ancient civilizations.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>

<b>Objective 4.1:</b> Explore the culture of the Fertile Crescent and ancient Egypt.				
<b>a.</b>	Examine the role and characteristics of political and social structures in the Fertile Crescent and their significance to the modern world; e.g., Hammurabi's Code, slave labor, gender roles.	The foundation of this objective can be found on pages: SE/TE: Egypt, 387	N/A	
<b>b.</b>	Explore the importance of religion in ancient Egypt; e.g., governance, art, architecture, everyday life, hieroglyphics.	The foundation of this objective can be found on pages: SE/TE: Egypt, 387	N/A	
<b>Objective 4.2:</b> Explore the cultures of ancient Greece and Rome.				
<b>a.</b>	Compare life in Athens and Sparta; e.g., government, recreation, religion, arts, theatre, science.	The foundation of this objective can be found on pages: SE: The Greek Heritage, 177-178; The Legacy of the Greeks, 177; Skills for Life-Comparing and Contrasting, Learn the Skill, 438;	TECH: Social Studies Skills Tutor CD-ROM-Comparing and Contrasting	
<b>b.</b>	Describe life in ancient Rome; e.g., government, religion, recreation, art.	The foundation of this objective can be found on pages: SE/TE: The Glory of Ancient Rome, 179, The Pax Romana, 179; Roman Law, 179	N/A	
<b>c.</b>	Examine manmade structures of Rome; e.g., aqueducts, roads, Coliseum.	SE/TE: The Glory of Ancient Rome, 179; Roman Art and Architecture, 179 TE: World Studies Background-Urban Development in Europe, 146f	N/A	
<b>Objective 4.3:</b> Identify the roots of democratic and republican forms of government.				
<b>a.</b>	Describe the components of Greek democracy; e.g., Assembly, citizenship, banishment.	SE/TE: The Growth of Democracy, 177; Section 1 Assessment-Comprehension and Critical Thinking 1a, 182	N/A	
<b>b.</b>	Describe the representative government of Rome; e.g., Senate, citizenship, non-citizens, slaves, plebeians.	SE/TE: Roman Law, 179	N/A	



c.	Identify important leaders of Greece and Rome; e.g., Pericles, Caesar.	TE: Background-Biography, Julius Caesar	N/A	
<b>Objective 4.4:</b> Participate in democratic processes.				
a.	Take part in establishing classroom rules.	N/A		
b.	Compare the responsibilities of a good citizen in the United States to a good citizen in Greece and Rome.	The foundation of this objective can be found on pages: SE: Skills for Life-Comparing and Contrasting, Learn the Skill, 438;	TECH: Social Studies Skills Tutor CD-ROM-Comparing and Contrasting	
c.	Practice the responsibilities of good citizenship; e.g., patriotism, respect others, be responsible.	The foundation of this objective can be found on pages: SE: Representative Democracy, 83	N/A	
d.	Make a contribution to the school, neighborhood, and community; e.g., academic service learning project.	SE/TE: Review and Assessment- Writing Activity: Language Arts, 134; TE: Differentiated Instruction- For Gifted and Talented, 330	N/A	
e.	Participate in patriotic tradition; e.g., pledge allegiance to the flag.	N/A	N/A	
<b>STANDARD V: Students examine the development of European culture from the Middle Ages to 1900.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)</b>	<b>Coverage in Ancillary Material (titles, pg #'s, etc.)</b>	<b>Not covered in TE, SE or ancillaries ✓</b>
<b>Objective 5.1:</b> Describe life under the feudal system.				
a.	Compare the lives of a feudal lord and serf.	SE/TE: Feudalism, 181-182; Section 1 Assessment- Comprehension and Critical Thinking 3, 182 The foundation of this objective can be found on pages:	TECH: Social Studies Skills Tutor CD-ROM-Comparing and Contrasting	

		SE: Skills for Life-Comparing and Contrasting, Learn the Skill, 438;		
<b>b.</b>	Examine the role of religion in everyday life.	SE/TE: Europe in the Middle Ages, 181; Christianity, 182; Section 1 Assessment- Comprehension and Critical Thinking 3a, 182	<b>N/A</b>	
<b>c.</b>	Describe economic structures of the Feudal system.	SE/TE: Feudalism, 181; Section 1 Assessment- Comprehension and Critical Thinking 3b-c, 182	<b>N/A</b>	
<b>Objective 5.2:</b> Explore the impact of inventions and new knowledge leading to and during the Renaissance.				
<b>a.</b>	Explore technological and scientific developments of the time period.	SE/TE: Printing Spreads the Renaissance, 185	<b>N/A</b>	
<b>b.</b>	Examine the influence of merchant princes of Italy on the development of art and architecture.	The foundation of this objective can be found on pages: SE/TE: Glories of the Renaissance, 184; The Effects of Trade, 186	<b>N/A</b>	
<b>c.</b>	Identify the Renaissance masters and their contributions to art and architecture, perspective, portraiture, and sculpture.	SE/TE: Works of Michelangelo, 184; An Important Renaissance Artist, 184-185; Leonardo de Vinci: Renaissance Man, 185; A Unifying Force, 284; Visual-A View Inside St. Peter's, 284 TE: World Studies Background- Michelangelo, 174h; Differentiated Instruction- For Gifted and Talented, 185, For Special Need Students, 285	<b>N/A</b>	
<b>d.</b>	Analyze the impact of the Reformation on Western Europe.	<b>N/A</b>	<b>N/A</b>	
<b>Objective 5.3:</b> Examine social and economic issues of Europe from 1700-1900.				
<b>a.</b>	Determine the impact of the Industrial Revolution on	SE/TE: Industrial Revolution and Nationalism, 191; The Industrial	TECH: Go Online- PHSchool.com, Web	

	Europe; e.g., labor, manufacturing, trade, availability of goods.	Revolution, 192; Timeline Skills-Inventions in 1700s-1800s, 193; Eyewitness Technology-Textile Mill, 194; Section 3 Assessment-Comprehension and Critical Thinking, 1, 197; TE: Background-Links Across Time, Industrial Revolution, 166; Extend-Making a Book About World Technologies, 197	Code: ldd-7206	
<b>b.</b>	Identify the social classes of Europe; e.g., aristocracy, merchants, commoners.	SE/TE: The Age of Monarchs, 187; Changes in Society, 193; Imperial Russia to the Soviet Union, 200; The Rise of Tsars, 202; Peter the Great, 202; The Fall of the Tsars, 203 TE: Background: Daily Life-Versailles, 187	TECH: Discovery School Video-St. Petersburg and Peter the Great	
<b>c.</b>	Describe the impact of the French and Russian Revolutions on the people of Europe.	SE: Citizen Heroes-Chemistry and Revolution, 188; The American Revolution, 188; Rumblings of Revolution, 203; The Russian Revolution, 204	N/A	
<b>d.</b>	Describe how social and economic issues led to emigration.	SE/TE: Voluntary Migration in the Past, 68; Meeting Economic Challenges, 280; Section 3 Assessment- Comprehension and Critical Thinking 2a, 282	N/A	
<b>STANDARD VI: Students examine the development of European culture from 1900 to the present.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %</b>		
		<b>Coverage in <i>Student</i></b>	<b>Coverage in <i>Ancillary</i></b>	<b><i>Not covered</i></b>

<b>OBJECTIVES &amp; INDICATORS</b>		<i>Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)</i>	<i>Material (titles, pg #'s, etc.)</i>	<i>in TE, SE or ancillaries ✓</i>
<b>Objective 6.1:</b> Analyze the impact of war on Europe.				
<b>a.</b>	Examine the reasons for war; e.g., religion, politics, power, economics.	SE/TE: A Century of War and Nationalism, 196; Section 3 Assessment- Comprehension and Critical Thinking 2a-b, 197; The Russian Revolution, 204; World War II, 196, 205; Review and Assessment- Comprehension and Critical Thinking 10, 214; Germany's Past, 293, 295; Section 5 Assessment- Comprehension and Critical Thinking 1a-b, 298; TE: Differentiated Instruction- For Advanced Readers, 341;	TECH: Go Online- PHSchool.com, Why Do Wars Begin, Web Code: ldd-7508	
<b>b.</b>	Identify the governance structures of Europe 1900-1945; e.g., fascism, socialism, communism.	SE/TE: Government Ownership, 75; Section 3 Assessment- Comprehension and Critical Thinking 1,79; The Rise and Fall of the Soviet Union, 204-205; The Creation of Yugoslavia, 321-323; SE: Glossary-communism, 850 TE: World Studies Background-The Original Yugoslavia, 301g	N/A	
<b>c.</b>	Analyze the consequences of war on Europe; e.g., poverty, famine, disease, destruction of life and property.	The foundation of this objective can be found on pages: SE/TE: World War I, 196; Two Paths Emerge in Europe, 197	N/A	
<b>Objective 6.2:</b> Explore the culture and current events of modern Europe.				
<b>a.</b>	Examine governance and economic structures.	SE/TE: The Russian Federation, 207; Section 4 Assessment- Comprehension and Critical	TR: Europe and Russia Teaching Resources- Outline Map 18:	

		<p>Thinking 4a, 207, 3, 342; The European Union, 208; Map Master-European Union, 1957-2005, 209; History of the European Union, 209-212; Section 5 Assessment-Comprehension and Critical Thinking 1, 212; Review and Assessment-Chapter Summary-Section 5, 213, Section 4, 343, Comprehension and Critical Thinking 12a, 214, 9, 12-13, 300, 8, 10, 12, 344; Introducing Western Europe, 250-259; Assessment-Comprehension and Critical Thinking 3-4, 259; A Democratic Heritage, 263-265; A European Union Member, 267; Section 1 Assessment-Comprehension and Critical Thinking 2-3, 267, 2, 318;; A Welfare State, 277; Sweden's History, 279; Meeting Economic Challenges, 280; Italy, 283-284; Country Profile-Italy, 285; Germany Reunited, 297-298; Introducing Eastern Europe and Russia, 304-311; Country Profile-Poland, 314; Great Economic Changes, 315-317; Section 3 Assessment-Comprehension and Critical Thinking 1c, 333;</p> <p>TE: Background: Links Across Place, 78; World Studies Background-Lech Walesa (1943-), 301g; Differentiated Instruction- For Special Need Students, 305, For Less Proficient Readers, 314; Yugoslavia Breaks Up, 323-326; Map Master-Yugoslavia Today, 325; Country Profile-Ukraine, 328; Independence Brings Challenges, 330; Life in Ukraine,</p>	<p>Eastern Europe and Russia: Political, 344</p> <p>TECH: Go Online- PHSchool.com, Web Code: lde-1500, lde-1501; lde-7400, lde-7414, lde-7503, lde-7532</p>	
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		333; Emerging Capitalism, 337-338; War in Chechnya, 341; Europe and Russia-Projects 4-5, 346		
<b>b.</b>	Explore the effect of world influence on country traditions; e.g., pop music, clothing, food.	SE/TE: Common Social Policies, 210; Choosing a Language, 331; Section 3 Assessment-Comprehension and Critical Thinking 2b, 3a, 333;	The foundation of this objective can be found on pages: TECH: Social Studies Skills Tutor CD-ROM- Identifying Cause and Effect	
<b>c.</b>	Investigate issues facing Europe today; e.g., pollution, economics, social structure, country borders.	SE/TE: Challenges in Using Russia's Resources, 170; Future of the European Union, 212; Section 5 Assessment-Comprehension and Critical Thinking 4, 212; Rising Tensions, 274; Immigrants' Influences, 275; Section 2 Assessment- Comprehension and Critical Thinking 2, 275, Writing Activity, 326; Problems and Solutions, 280-282; Section 3 Assessment- Comprehension and Critical Thinking 3b, 282; Politics and the Two Italies, 289; Section 4 Assessment- Comprehension and Critical Thinking 2c, 289, 1, 342; Review and Assessment-Comprehension and Critical Thinking 11b-c, 300, Writing Activity, 345; Introducing Eastern Europe and Russia-304-305, Romania, 309, Serbia and Montenegro, 310, Assessment-Comprehension and Critical Thinking 4, 311; Future Challenges, 317-318; Section 1 Assessment- Comprehension and Critical Thinking 3, 318; Country Profile-Five Balkan Nations, 320; The Region's Future, 326;	N/A	

		Recovering from Chernobyl, 332; Widespread Corruption, 338; Uniting a Vast Nation, 341-342 TE: Differentiated Instruction- For Gifted and Talented, 280		
<b>STANDARD VII: Students explore the geographical features of ancient civilizations.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 7.1:</b> Examine the major physical and political features of early civilizations.				
<b>a.</b>	Compare the physical features surrounding the Fertile Crescent and ancient Egypt; e.g., water, deserts, mountains.	SE/TE: Farming Along the Nile, 362; SE: Skills for Life-Comparing and Contrasting, Learn the Skill, 438;	TECH: Social Studies Skills Tutor CD-ROM-Comparing and Contrasting	
<b>b.</b>	Examine the importance of water in the development of civilization.	SE/TE: Farming Along the Nile, 362; Early Settlements, 386; Civilizations on the Nile 387 TE: Background: Links Across Time, 254	TECH: Africa Transparencies AF9: The World Annual Precipitation	
<b>c.</b>	Analyze the importance of geographical features and climate in agriculture.	SE/TE: The Nile River, 361; Farming Along the Nile, 362; What Influences Climate, 364; Map Master-Africa: Climate Regions, 365; Review and Assessment-Comprehension and Critical Thinking 11b, 380; Early Settlements, 386;	TECH: Go Online- PHSchool.com, Web Code: lap-5112	
<b>d.</b>	Compare historical and modern maps of the region.	SE/TE: Africa's Kingdoms, Cities and Empires, 383; Map Master-	TECH: Go Online- PHSchool.com, Web	

		Africa: Independence, 408 TE: Map Master Activity, 383	Code: lap-5210, lap-5214; Color Transparency AF 22: Africa: Political	
<b>Objective 7.2:</b> Explain how the physical geography of a region determines isolation or economic expansion.				
<b>a.</b>	Examine the impact of mountains and seas on ancient Greece.	The foundation of this objective can be found on pages: SE/TE: Map-Physical Europe and Russia, 142;	<b>N/A</b>	
<b>b.</b>	Analyze the geographic features that aided Rome's growth; e.g., Mediterranean Sea, Red Sea, Nile River, mountains, plains, valleys.	<b>N/A</b>	<b>N/A</b>	
<b>c.</b>	Compare historical and modern maps of the region.	<b>N/A</b>	<b>N/A</b>	
<b>STANDARD VIII: Students examine the boundary changes of Europe from the Renaissance to 1900.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 8.1:</b> Analyze the influence of geographic features in determining country borders.				
<b>a.</b>	Use maps to identify the geographic features of Europe.	<b>N/A</b>	<b>N/A</b>	
<b>b.</b>	Relate the establishment of countries to the physical features of Europe.	The foundation of this objective can be found on pages: TE: Global Perspectives, 140	<b>N/A</b>	
<b>Objective 8.2:</b> Determine the influence of political change on country borders.				
<b>a.</b>	Compare maps of Europe from 1700 to 1900.	<b>N/A</b>	<b>N/A</b>	



<b>b.</b>	Describe the role of politics in changing country borders from 1700 to 1900.	<b>N/A</b>	<b>N/A</b>	
<b>STANDARD IX: Students analyze European boundary changes from 1900 to the present.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 9.1:</b> Investigate the role of invasion on changing political boundaries of Europe.				
<b>a.</b>	Compare the changes in country borders before and after World War I.	<b>N/A</b>	<b>N/A</b>	
<b>b.</b>	Locate the Allied and Axis powers during World War II.	<b>N/A</b>	<b>N/A</b>	
<b>c.</b>	Compare pre- and post-World War II boundaries.	SE/TE: Map Master-Communist Yugoslavia, 1955, 322, Yugoslavia Today, 325	TECH: Go Online-PHSchool.com, Web Code: ldp-7522, ldp-7532,	
<b>Objective 9.2:</b> Describe the changes in country borders after the breakup of the Soviet Union in 1990 and today.				
<b>a.</b>	Identify the European countries that emerged in 1990.	SE: Introducing Eastern Europe and Russia, 304-311; Yugoslavia Breaks Up, 323-325; Map Master-Yugoslavia Today, 325; Section 2 Assessment-Comprehension and Critical Thinking 1a, 326; Independence Brings Challenges, 330	<b>N/A</b>	
<b>b.</b>	Compare maps of Europe in 1990 with those of today.	SE: Map Master-Yugoslavia Today, 325; Reference-Europe: Political, 824, Europe-Physical, 825	<b>N/A</b>	

c.	Identify current political and physical boundaries of modern Europe.	<p>SE: Reference-Europe: Political, 824, Europe-Physical, 825</p> <p>The foundation of this objective can be found on pages:</p> <p>SE/TE: Regional Overview-Political Europe and Russia, 141, Physical Europe and Russia, 142; Land and Water, 149-154; Review and Assessment- Map Master Skills Activity-Europe and Russia, 172</p> <p>TE: Mental Mapping, 141; Differentiated Instruction- Less Proficient Readers, 142;</p>	<p>TR: Europe and Russia Teaching Resources- Reading a Political Map, 51, Regional Overview, 93-95, Outline Maps 14, Western Europe: Political, 97, Outline Map 15: Northern Europe, 98, Outline Map 16: Southern Europe, 99, Outline Map 18: Eastern Europe and Russia: Political, 100</p> <p>TECH: Passport to the World CD-ROM-Europe and Russia Flyover; World Studies Video Program-The Geography of Eastern Europe and Russia</p>	
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